**Global Learning Rubric**

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Developing (1)** | **Satisfactory (2)** | **Exemplary (3)**  |
| **GL1: Analysis**Analysis of power structures and dynamics in natural, physical, social, cultural, and economic systems. | * Describes power structures and hierarchies in modern and historical contexts.
* Compares historical consistencies and shifts in power within and between cultures.
* Describes how shifts in physical, social, cultural, and economic systems have impacted historical power structures.
 | * At a surface level, analyzes and critiques power structures and hierarchies in modern and historical contexts.
* Mostly assesses historical consistencies and shifts in power within and between cultures.
* Evaluates how shifts in physical, social, cultural, and economic systems have impacted historical power structures.
 | * At a deep level, analyzes and critiques power structures and hierarchies in modern and historical contexts.
* Thoroughly assesses historical consistencies and shifts in power within and between cultures.
* Hypothesizes how shifts in natural, physical, social, cultural, and economic systems might impact current structures.
 |
| **GL2: Interdependency**Identification and critique of interdependent global, regional, and local cultures and systems. | * Compares and contrasts cultures on a macroscopic level.
* Identifies natural, physical, social, cultural, historical, and/or economic interdependences.
* Recognizes that seemingly “minor” events have had global consequences.
* Recognizes power structures and hierarchies that led to the greatest inequities and evaluates means of solving such inequities, proposed by others.
 | * Compares and contrasts between cultures in modern and historical contexts.
* Connects natural, physical, social, cultural, historical, and/or economic interdependencies.
* Summarizes how seemingly “minor” events can have global consequences.
* Critiques power structures and hierarchies that led to the greatest inequities and proposes potential means of solving such inequities.
 | * At a deep level, compares and contrasts among and between cultures in modern and historical contexts.
* Evaluates natural, physical, social, cultural, historical, and economic interdependencies.
* Reframes how seemingly “minor” events have or could have global consequences.
* Critiques power structures and hierarchies that led to the greatest inequities, hypothesizes about current inequities, and formulates potential means of solving such inequities.
 |
| **GL3: Implications** Engagement in the community and evaluation of the implications for people’s lives stemming from solutions to global problems. | * Recognizes personal role as a member of an interconnected world and sometimes defends that role.
* Summarizes role as a community member and leader. Describes how collaboration and community engagement might help this role.
 | * Articulates personal role as a member of an interconnected world and often defends that role.
* Connects to role as a community member and leader. Applies some collaboration and community engagement to this role.
 | * Values personal role as a member of an interconnected world and consistently defends that role.
* Evaluates role as a community member and leader. Prioritizes collaboration and community engagement in this role.
 |